Campus Improvement Plan
2024 - 2025

SAISD

Woodlawn Hills Elementary

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Vision, Mission, Core Values, and Core Beliefs

VISION
Our primary purpose of improving lives through a quality education is driven by an unrelenting determination to graduate all our students and prepare them for success in higher education. Our ideology is reflected in our fundamental beliefs, commitments, and core values that guide us in our daily practices.

MISSION
To transform SAISD into a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.

CORE VALUES
    Student Centered
    High Expectations
    Commitment
    Passion
    Integrity
    Respect
    Teamwork

CORE BELIEFS
    Every student can learn and achieve at high levels.
    We are responsible for the education and safety of every student.
    We are responsible for the efficient and effective operation of the school system.
    Everyone should be treated with respect.
    People support what they help create.

SAISD District and Campus Goals

SAISD 5 Year Board Goals

Improve Reading and Writing Outcomes for all Students - We will increase the percentage of all students who are Meets grade level in reading across all grades from 35% in August 2022, to 50% in August 2027.

Improve Math Outcomes for Black Students - We will increase the percentage of Black students who are Meets grade level in math across all grades from 16% in August 2022, to 50% in August 2027.

Improve College Readiness for Students with Disabilities - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from 4% in August 2022, to 30% in August 2027.

Improve Social Emotional Readiness in all Students - We will increase by 25% the percentage of all students who meet the "to be determined" SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

SAISD 2024-2025 Board Goals

Improve Reading and Writing Outcomes for all Students - We will increase the percentage of all students who are Meets grade level in reading across all grades from ____ in August 2024, to ___ in August 2025.

Improve Math Outcomes for Black Students - We will increase the percentage of Black students who are Meets grade level in math across all grades from ____ in August 2024, to ___ in August 2025.

Improve College Readiness for Students with Disabilities - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from ____ in August 2024, to ___ in August 2025.

Improve Social Emotional Readiness in all Students - We will increase by 25% the percentage of all students who meet the "to be determined" SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

SAISD 2024-2025 Campus Goals

Improve Reading and Writing Outcomes for all Students - We will increase the percentage of all students who are Meets grade level in reading across all grades from ____ in August 2024, to ___ in August 2025.

Improve Math Outcomes for Black Students - We will increase the percentage of Black students who are Meets grade level in math across all grades from ____ in August 2024, to ___ in August 2025.

Improve College Readiness for Students with Disabilities - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from ____ in 2024, to ___ in August 2025.

Improve Social Emotional Readiness in all Students - We will increase by 25% the percentage of all students who meet the "to be determined" SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

Comprehensive Needs Assessment Process

The Campus Advisory Council (CAC) periodically meets to conduct a Comprehensive Needs Assessment, review and revise the improvement plan, and monitor the implementation of the plan. The CAC during the Comprehensive Needs Assessment takes into account information on academic achievement of children in relation to the

CNA Meeting Dates	Meeting Topics and Actions
Meeting #1: May 20, 2024	**Topics & Actions:** 1. Summative Review of 2024-25 Campus Improvement Plan 2. Reviewed/revised strategies in CIP 3. Determine areas of need/focus items for 2024-2025 school year 4. ESSA Multiple Measures a. **Demographics** - ELLs/Spec Ed/At Risk and attendance b. **Student Learning** - Continue with math and reading transdisciplinary processes for Kinder students; ensure the continuation of transdisciplinary learning in math and reading for 3rd grade students with the added implementation of constructed response process. c. **Processes & Programs** - Professional development in areas of math and reading fluency and other areas as well as enhancing PLC and planning time with transdisciplinary and IB professional development. d. **Perceptions** - SEL, parent volunteers, more parent opportunities for involvement
Meeting #2: May 22, 2024	Topics & Actions: 1. Problem Statements and CNA review. 2. Review/Revised strategies in CIP 3. Determined needs/focus items

How was the CIP summative evaluation from the previous year used to determine effectiveness and inform decisions for the current year?

Based on the summative evaluation of the 23-24 CIP:

(Demographics/Student Learning) G1 PO1

(Perceptions) G1 PO2 Student performances/gallery walks/presentations will be part of every parent meeting to increase parent participation. The need for SEL strategies will be added to each meeting to assist parents and students socially and emotionally both on campus and at home. Parent volunteers is an area that we will be emphasizing to ensure parent-school connection as well as involvement. Recording parent meetings and posting them on our website, as well as providing a google form for questions, for those that were not able to attend, will be available on our website. IB nights will continue being held 3 times a year; however, student data will not be the focus of every IB night.

(Demographics) G1 PO3 Attendance is increasing; however tying PBIS and increasing more incentives for parents will help in 24-25 school year.

(Student Learning) G2 PO1

(Student Learning) G3 PO1 Through the IB framework, we will continue teaching using the balanced transdisciplinary learning approach to ensure mastery in reading and math for . We will add the implementation of the constructed response process. Continue with a balanced transdisciplinary learning approach between Math and Science with learning activities/stations using Inquiry.

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process - Data Sources

Comprehensive Needs Assessment Process

For each of the multiple measure, place an "X" in the cell next to a source if you used it during the data analysis phase. See Page 11 in the manual for more information.

Demographics

At-Risk Rates (Branching Minds)	X	Student Graduation/Promotion Rate		Bilingual Service Records		Anecdotal data from programs	X
STAAR Domain 3 Data		GT Service Records		Classroom Observation Data	X	EOY Assessment Data	X
Special Education Service Records		PEIMS Standard Reports		CTE Enrollment		Anecdotal data from T-TESS	
Student Attendance Records	X	Teacher Attendance Records		Other (Indicate to the Right)			

Student Learning

STAAR/EOC Results	X	Local Benchmark Results		State Interim Results		MAP Data	X
CIRCLE Data	X	CBA and Local Formative Results		PSAT/SAT/ACT/TCSI scores		IB/DC/AP Scores	X
Branching Minds Interventions		Student Retention Rates		CTE Enrollment		Semester Exam	
Other (Indicate to the Right)		Quarterly Averages		Other (Indicate to the Right)			

Processes and Programs

Observational Data	X	Sign-Ins / Minutes	X	Calendar of Events	X	RDA (PBMAS) Reports	
Tutoring/Enrichment Opportunities	X	MTSS Data		Branching Minds	X	Feedback Given To Teachers	
Coaching Cycle		SEAD Activities & Effectiveness		Effectiveness of Restorative Practices		Rhythm Data	X
App usage dashboard		SKEW Data		Out of class routines		T-TESS Data	X
Other (Indicate to the Right)				Other (Indicate to the Right)			

Perceptions

Teacher/Staff Surveys	X	Parent/Student Surveys		Classroom Observations	X	Parental Involvement Data	X
Parent Volunteers	X	Calendar of Parent Engagement		Feedback to Teachers		Mission, Values, and Vision	X
Other (Indicate to the Right)				Other (Indicate to the Right)			

Comprehensive Needs Assessment - Demographics

Demographics (Minimum 2 Areas)

Area Examined		Problem Statements and Root Causes
Student Attendance	PS DE-1	WHE ADA for the 23-24 school year was__92.3__ and Huppertz attendance was __90_____ either barely maintaining the distrtict goal of 90% or rising slightly above the goal..
	RC DE-1	Weekly attendance meetings were not held consistently.
Programs Student Outcomes	PS DE-2	The combined total of _73___ of students in SPED, Section 504, and Dyslexia programs are not meeting grade-level expectations on district and state assessments.
	RC DE-2	Campus is not progress monitoring with fidelity through effective data analysis.
Teacher Experience	PS DE-3	Woodlawn Hills Elementary will have _6__ teachers with 5 or less teaching experience.
	RC DE-3	Teacher retention efforts were unsuccessful at both campuses in recent years.
Choose One	PS DE-4	
	RC DE-4	
Strengths & Areas for Improvement Based on your Data Analysis		

Comprehensive Needs Assessment - Student Learning

Student Learning (Minimum 2 Areas)		
Area Examined		**Problem Statements and Root Causes**
EOY Assessment Outcomes	**PS SL-1**	Students are performing at 23% Meets in Reading and 16% Meets in Math as demonstrated on STAAR assessment results.
	RC SL-1	Assessment process and data analysis systems targeting student needs was not implemented with fidelity.
Grade Level Readiness	**PS SL-2**	Students are not performing at grade level in Reading and Math with MAP Reading achievement at _49__% Approaches, _23__% Meets, and __7_% Masters and MAP Math achievement at __43_% Approaches, _16__% Meets, and _3__% Masters.
	RC SL-2	There is inconsistency in planning and monitoring for alignment to TEKs.
Choose One	**PS SL-3**	
	RC SL-3	
Choose One	**PS SL- 4**	
	RC SL-4	
Strengths & Areas for Improvement Based on your Data Analysis		

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment
The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

Comprehensive Needs Assessment - Processes & Programs

Processes & Programs (Minimum 2 Areas)		
Area Examined		**Problem Statements and Root Causes**
Teacher PD	PS PP-1	There is a misalignment with state mandated TEKS, activities, daily assessments, and summative assessments.
	RC PP-1	The campus does not have a systematic approach to providing teachers with follow-up walk-through data to ensure adjustments to instruction are made daily across multiple content areas.
Implementation of PD	PS PP-2	IB unit plan implementation and connections are not consistent.
	RC PP-2	Transdisciplinary unit strands were not consistently planned with intentionality.
Teacher Feedback	PS PP-3	Students were not receiving daily interventions to fill learning gaps nor accelerated learning to challenge students performing above grade level.
	RC PP-3	The campus did not have a schoolwide designated intervention time, consistent small group classroom instruction, nor consistent training on differentiation techniques to address student's needs.
Teacher Feedback	PS PP-4	
	RC PP-4	
Strengths & Areas for Improvement Based on your Data Analysis		School Processes & Programs Strengths Student inquiry learning through daily lessons via the International Baccalaureate program framework, Continue teacher support with the Associates for Educational Success (AES) consultant in Math, Math centers/stations school wide focus, continue Implementing Saxon phonics (primary grades), guided reading groups & K-4 Writing for comprehension, continue implementing anchor charts throughout lessons daily, teachers have participated in an average of 8 professional learning opportunities that have been reported in Performance Matters, Based on PLC agendas and administration observation, ICs and administrators led almost all of the PLC's in the 2024-2025 school year.

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment
The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

Comprehensive Needs Assessment - Perceptions

Student Learning (Minimum 2 Areas)

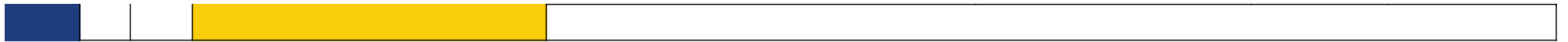| Area Examined		Problem Statements and Root Causes
Parent Engagement Attendance	PS PE-1	Parent involvement at monthly Principal's Meetings was frequently 5% based on parent sign in sheets.
	RC PE-1	There is not consistent communication of monthly calendars of events, resulting in less than ten parent volunteers consistently attending monthly principal meetings, PTA meetings, or providing assistance on campus every week.
Engagement Opportunities	PS PE-2	There is a lack of parent volunteer involvment on campus with only ___% of parents who have participated in volunteer opportunities.
	RC PE-2	There is no formal campus procedure for recruiting parent volunteers.
Services Support	PS PE-3	There is an increase of social emotional needs among students represented by the number of counseling referrals.
	RC PE-3	The campus is not utilizing the Rhithm App or Harmony SEL curriculum with fidelity.
Extracurricular Involvement	PS PE-4	Students do not have enough extra curricular activity opportunities with only __# activities/clubs offerred on campus.
	RC PE-4	There is a lack of staff available to lead and facilitate the activities/clubs.
Strengths & Areas for Improvement Based on your Data Analysis		

2.1 - Campus Improvement Plan (CIP)
The CAC will create Demographics Performance Objectives based on Problem Statements and Strategies based on Root Causes

Plan for Improvement – Demographics

GPS	Board Goal	Performance Objective	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1	1, 4	By the end of the year, cumulative ADA will be 93.3%. Demographics 1	Variety of methods of contacting parents in regards to low student attendance. Methods include the following: arrival/dismissal one on one parent conferences with administration, IB nights, phone calls, teachers send REMIND messages, evening events, coffees by the curb, parent incentives, weekly student incentives (sidewalk chalk, board games, book-giveaways, outdoor games); we hold drawings for students and parents (school shirts, bicycles donated, donated gift cards)	-Attendance committee -Tabitha Acevedo -Amanda Valdez -Nora Gallegos -Jennifer Rodriguez -Teachers	$4,800.00
	PS #	**Quarterly KPIs**	By the end of the first quarter attendance rate will be 93.3% or above,		
			By the end of the second quarter attendance rate will be 93.3% or above,		
			By the end of the third quarter attendance rate will be 93.3% or above,		
			By the end of the fourth quarter attendance rate will be 93.3% or above,,		
DE-2	1, 3	By the end of the year, students receiving SPED, Section 504 and Dyslexia services will meet grade level expectations on district and state assessments at 20% in reading and math. Demographics 3 ,	Students receiving SPED, Section 504 and Dyslexia services will be monitored to ensure they are given the opportunity to demonstrate their abilities in classroom work, using a variety of activities, and exposed to academic vocabulary and structures for each content area, while utilizing students' background knowledge to increase comprehension. Interventions will be provided for students needing to close instructional gaps.	Administrators, Instructional Coaches, Counselors	
	PS #	**Quarterly KPIs**	By the end of the first quarter, 5% of students receiving SPED, Section 504 and Dyslexia services will meet grade level expectations.		
			By the end of the second quarter, 10% of students receiving SPED, Section 504 and Dyslexia services will meet grade level expectations		
			By the end of the third quarter, 15% of students receiving SPED, Section 504 and Dyslexia services will meet grade level expectations		
			By the end of the fourth quarter, 20% of students receiving SPED, Section 504 and Dyslexia services will meet grade level expectations		
DE-3	1,2,3,4	By the end of the 2024-2025 school year, we will retain 90% of our professional staff to build upon best practices for our students. Demographics 2	Provide frequent and consistent supports for staff such as modeling best practice techniques, providing monthly check ins for social emotional support, and providing consistent walkthrough feedback.	Administrators, Instructional Coaches, Counselors	
	PS #	**Quarterly KPIs**	By the end of the first quarter, a schedule of SEL check-ins for teachers will be implemented and 25% of walkthroughs with actionable feedback will be completed.		
			By the end of the second quarter, consistent monthly SEL check-ins will be completed and 50% of walkthroughs with actionable feedback will be completed.		
			By the end of the third quarter, monthly SEL check-ins are continued and 75% of walkthroughs with actionable feedack will be completed.		
			By the end of the fourth quarter, monthly SEL check-ins are continued and 100% of walkthroughs with actionable feedback will be completed.		
DE-4	PS #	**Quarterly KPIs**	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		

2.1 - Campus Improvement Plan (CIP)

The CAC will create Student Learning Performance Objectives based on Problem Statements and Strategies based on Root Causes

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1	1	By the end of the year Increase reading scores from 23% to 31% at meets grade level status, increase math scores from 16% to 27% at meets grade level status and increase science scores from 5% to 13% for all students at the end of school year. Student Learning 1	Differentiated small group instruction and tutoring will be provided using Reading & Math supplemental resources, high quality instructional materials, and educational technology platforms.	Teachers Administration Support Staff	211/Instructional Coach 211/Librarian
	PS #	**Quarterly KPIs**	By the end of the first quarter, assessment data will reflect 25% of students meeting grade level in Reading, 19% in Math, and 7% in Science.		
			By the end of the second quarter, assessment data will reflect 27% of students meeting grade level in Reading, 22% in Math, and 9% in Science.		
			By the end of the third quarter, assessment data will reflect 29% of students meeting grade level in Reading, 25% in Math, and 11% in Science.		
			By the end of the fourth quarter, assessment data will reflect 31% of students meeting grade level in Reading, 27% in Math, and 13% in Science.		
SL-1		By the end of the year Increase reading scores from 23% to 31% at meets grade level status, increase math scores from 16% to 27% at meets grade level status and increase science scores from 5% to 13% for all students at the end of school year. Student Learning 2	Provide comprehensive writing, reading, math and science instruction/processes in conjunction with all subject areas (implementation of IB units and ATL skills, integrate writing in all subject areas, prepare all students with technology skills); create vertical alignment process/system in the area of writing		
	PS #	**Quarterly KPIs**	By the end of the first quarter, assessment data will reflect 25% of students meeting grade level in Reading, 19% in Math, and 7% in Science.		
			By the end of the second quarter, assessment data will reflect 27% of students meeting grade level in Reading, 22% in Math, and 9% in Science.		
			By the end of the third quarter, assessment data will reflect 29% of students meeting grade level in Reading, 25% in Math, and 11% in Science.		
			By the end of the fourth quarter, assessment data will reflect 31% of students meeting grade level in Reading, 27% in Math, and 13% in Science.		
SL-2		By the end of the 2024-2025 school year, 70% of students in Kindergarten, 1st, 2nd grade will increase their Reading & Math MAP testing scores by approximately 5 points from the beginning of the year. Student Learning 3	Professional Development on small group instruction, targeted intervention, and high impact instructional strategies will be provided.	Teachers Administration Support Staff	211 164 211
	PS #	**Quarterly KPIs**	By the end of the first quarter 60% of teachers will provide differentiated, daily small group instruction.		
			By the end of the second quarter 75% of teachers will provide differentiated, daily small group instruction.		
			By the end of the third quarter 85% of teachers will provide differentiated, daily small group instruction.		
			By the end of the fourth quarter 100% of teachers will provide differentiated, daily small group instruction.		
SL-3	PS #	**Quarterly KPIs**			

Plan for Improvement – Student Learning

2.1 - Campus Improvement Plan (CIP)
The CAC will create Processes & Programs Performance Objectives based on Problem Statements and Strategies based on Root Causes

Plan for Improvement – Processes & Programs

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1		By the end of the year 100% of Reading and Math lessons and assessments will be aligned to the TEKS as observed in learning walk/walk-through observations. Processes and Programs 1	Conduct professional development on alignment - consisting on "backwards planning" focus; ensuring teachers are able to articulate the final outcome and construct/plan lessons that are aligned specifically to the standard; solicit different assessment questions/ways of testing and use them to guide instruction, guided practice, student task during independent practice and assessment; calibration within administrative team; instructional rounds conducted in the fall then again in the spring	Teachers Administration Support staff C&I Department	
	PS #	Quarterly KPIs	By the end of the first quarter 65% of teachers will be on target with creating TEKS aligned lessons and assessments.		
			By the end of the second quarter 75% of teachers with creating TEKS aligned lessons and assessments.		
			By the end of the third quarter 85% of teachers with creating TEKS aligned lessons and assessments.		
			By the end of the fourth quarter 100% of teachers with creating TEKS aligned lessons and assessments.		
PP-2	1,4	By the end of the year, IB unit plan implementation and connections will increase from 25% to 100%. Processes and Programs 2	Professional Development for IB unit implementation and connections, ATL skills and learner profile will take place during the year for connections to unit plans	Teachers Administration Support team TCIS	
	PS #	Quarterly KPIs	By the end of the first quarter IB unit plan implementation and connections at 25%,		
			By the end of the second quarter IB unit plan implementation and connections at 50%,		
			By the end of the third quarter IB unit plan implementation and connections at 75%,		
			By the end of the fourth quarterIB unit plan implementation and connections at 100%,		
PP-3	1, 3, 4	By the end of the year 100% of Reading and Math intervention will be implemented in K-5 classrooms. Processes and Programs 3	Conduct professional development on intervention implementation- consisting of identification, intervention resources, implementation, monitoring system, assessment and sustainability; ensuring teachers are able to articulate the intervention process from start to finish; provide "quarterly check-ins" with teachers to ensure all students are included in the identification process.	Teachers Administration Support staff C&I Department	
	PS #	Quarterly KPIs	By the end of the first quarter, 25% of K-5 classrooms will consistently implement Reading and Math intervention.		
			By the end of the second quarter, 50% of K-5 classrooms will consistently implement Reading and Math intervention.		
			By the end of the third quarter, 75% of K-5 classrooms will consistently implement Reading and Math intervention.		
			By the end of the fourth quarter, 100% of K-5 classrooms will consistently implement Reading and Math intervention.		
PP-4		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		

Plan for Improvement – Perceptions

2.1 - Campus Improvement Plan (CIP)
The CAC will create **Perceptions** Performance Objectives based on Problem Statements and Strategies based on Root Causes

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-1	1,4	By the end of the year, our parent involvement will increase in attendance of monthly Principal's Meetings from 5% to 30%. Perceptions 1,	We will schedule grade level teacher-led performances (one grade level per meeting) so parents can gain information for the month and watch their child perform; we will integrate special events such as Meet the Teacher, Open House, IB University, Dia de los Muertos festival, Holiday Extravaganzas, Passion Project night, Exhibition night and Parents/Community members as teachers night to some of our monthly meetings.	Administration Support Staff Teachers	211 - $4,612
	PS #	**Quarterly KPIs**	By the end of the first quarter parent attendance at monthly Principal Meetings will reach 5%,		
			By the end of the second quarter parent attendance at monthly Principal Meetings will reach 15%,		
	PE-1		By the end of the third quarter parent attendance at monthly Principal Meetings will reach 20%,		
			By the end of the fourth quarter parent attendance at monthly Principal Meetings will reach 30%,		
PE-2	1,4	By the end of the year, we will have a parent volunteer program that will have 20% of parents engaged in school activities and support.	We will establish a point of contact (campus clerk) to schedule school volunteer training, sign-in sheets and schedule for parent volunteers to assist with school activities and provide support.	Administration Campus Operations Clerk Support Staff	
	PS #	**Quarterly KPIs**	By the end of the first quarter 5% of parents have been engaged as parent volunteers to assist and support the campus,		
			By the end of the second quarter 10% of parents have been engaged as parent volunteers to assist and support the campus.		
			By the end of the third quarter 15% of parents have been engaged as parent volunteers to assist and support the campus.		
			By the end of the fourth quarter 20% of parents have been engaged as parent volunteers to assist and support the campus.		
PE-3	1,4	By the end of the year, we will have developed and implemented a schoolwide conflict resolution program, with an 80% or higher success rate, to provide a healthy and safe learning enviroment.	Social-Emotional professional development with a conflict resolution focus will be established in the beginning of the year. Student peer mediators will be selected and trained in conflict resolution. Peer mediators will conduct peer mediation throughout the year. Conflict resolution will be provided for all staff (no cafeteria and custodial) to be used in the classroom and throughout the campus as needed.		
	PS #	**Quarterly KPIs**	By the end of the first quarter, peer mediators will be selected and trained. Peer mediators will begin conducting mediations to resolve student conflicts.		
			By the end of the second quarter, all staff (except cafeteria & custodial) will be trained in conflict resolution. Staff will use conflict resolution stratagies to manage classroom and campus disruptions / student disputes.		
			By the end of the third quarter, counselors will evaluate process of schoolwide conflict resolution program by: (1) evaluating conflict resolution by classroom teachers. (2) evaluating conflict resolution by peer mediators. The goal is for 70% or higher successful conflict resolutions.		
			By the end of the fourth quarter, counselors will evaluate process of schoolwide conflict resolution program by: (1) evaluating conflict resolution by classroom teachers. (2) evaluating conflict resolution by peer mediators. The goal is for 80% or higher successful conflict resolutions.		
PE-4	1,4	By the end of the year, our number of extracurricular activities/clubs will increase by 25% to increase student enrichment. Perceptions 4	Student enrichment will increase as we increase the percentage of extracurricular activities/clubs; extracurricular activities/clubs that already exist at WHE are the following - choir, rondalla, running club, patrols, knitting club; examples of extracurricular activities/clubs that we can grow at WHE are the following: Story Spinners (Library), student council (leadership), Green Team (gardening), Trojan Times (newspaper); we will reach out to staff at the beginning of the year and ask for volunteers to sponsor one of these activities/clubs or one of their own choosing that will increase student enrichment.		
	PS #	**Quarterly KPIs**	By the end of the first quarter extracurricular activities/clubs will increase by 5%.		
			By the end of the second quarter extracurricular activities/clubs will increase by 15%,		
			By the end of the third quarter extracurricular activities/clubs will increase by 20%,		
			By the end of the fourth quarter extracurricular activities/clubs will increase by 25%,		

2.2 – First Quarterly Review Meeting
The CAC will use artifacts and data to check KPI progression for all strategies.

First Quarterly Review

DEMOGRAPHICS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
DE-1	By the end of the first quarter attendance rate will be 93.3% or above,	Choose One	
DE-2	By the end of the first quarter, 5% of students receiving SPED, Section 504 and Dyslexia services will meet grade level expectations.	Choose One	
DE-3	By the end of the first quarter, a schedule of SEL check-ins for teachers will be implemented and 25% of walkthroughs with actionable feedback will be completed.	Choose One	
DE-4	By the end of the first quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
SL-1	By the end of the first quarter, assessment data will reflect 25% of students meeting grade level in Reading, 19% in Math, and 7% in Science.	Choose One	
SL-2	By the end of the first quarter, assessment data will reflect 25% of students meeting grade level in Reading, 19% in Math, and 7% in Science.	Choose One	
SL-3	By the end of the first quarter 60% of teachers will provide differentiated, daily small group instruction.	Choose One	
SL-4		Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PP-1	By the end of the first quarter 65% of teachers will be on target with creating TEKS aligned lessons and assessments.	Choose One	
PP-2	By the end of the first quarter IB unit plan implementation and connections at 25%,	Choose One	
PP-3	By the end of the first quarter, 25% of K-5 classrooms will consistently implement Reading and Math intervention.	Choose One	
PP-4	By the end of the first quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PE-1	By the end of the first quarter parent attedance at monthly Principal Meetings will reach 5%.	Choose One	
PE-2	By the end of the first quarter 5% of parents have been engaged as parent volunteers to assist and support the campus.	Choose One	
PE-3	By the end of the first quarter, peer mediators will be selected and trained. Peer mediators will begin conducting mediations to resolve student conflicts.	Choose One	
PE-4	By the end of the first quarter extracurricular activities/clubs will increase by 5%.	Choose One	

Second Quarterly Review

2.2 – Second Quarterly Review Meeting
The CAC will use artifacts and data to check KPI progression for all strategies.

DEMOGRAPHICS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
DE-1	By the end of the second quarter attendance rate will be 93.3% or above,	Choose One	
DE-2	By the end of the second quarter, 10% of students receiving SPED, Section 504 and Dyslexia services will meet grade level expectations.	Choose One	
DE-3	By the end of the second quarter, consistent monthly SEL check-ins will be completed and 50% of walkthroughs with actionable feedback will be completed.	Choose One	
DE-4	By the end of the second quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
SL-1	By the end of the second quarter, assessment data will reflect 27% of students meeting grade level in Reading, 22% in Math, and 9% in Science.	Choose One	
SL-2	By the end of the second quarter, assessment data will reflect 27% of students meeting grade level in Reading, 22% in Math, and 9% in Science.	Choose One	
SL-3	By the end of the second quarter 75% of teachers will provide differentiated, daily small group instruction.	Choose One	
SL-4		Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PP-1	By the end of the second quarter 75% of teachers with creating TEKS aligned lessons and assessments.	Choose One	
PP-2	By the end of the second quarter IB unit plan implementation and connections at 50%.	Choose One	
PP-3	By the end of the second quarter, 50% of K-5 classrooms will consistently implement Reading and Math intervention.	Choose One	
PP-4	By the end of the second quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PE-1	By the end of the second quarter parent attednance at monthly Principal Meetings will reach 15%.	Choose One	
PE-2	By the end of the second quarter 10% of parents have been engaged as parent volunteers to assist and support the campus.	Choose One	
PE-3	By the end of the second quarter, all staff (except cafeteria & custodial) will be trained in conflict resolution. Staff will use conflict resolution strategies to manage	Choose One	
PE-4	By the end of the second quarter extracurricular activities/clubs will increase by 15%.	Choose One	

Third Quarterly Review

DEMOGRAPHICS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
DE-1	By the end of the third quarter attendance rate will be 93.3% or above,	Choose One	
DE-2	By the end of the third quarter, 15% of students receiving SPED, Section 504 and Dyslexia services will meet grade level expectations.	Choose One	
DE-3	By the end of the third quarter, monthly SEL check-ins are continued and 75% of walkthroughs with actionable feedack will be completed.	Choose One	
DE-4	By the end of the third quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
SL-1	By the end of the third quarter, assessment data will reflect 29% of students meeting grade level in Reading, 25% in Math, and 11% in Science	Choose One	
SL-2	By the end of the third quarter, assessment data will reflect 29% of students meeting grade level in Reading, 25% in Math, and 11% in Science	Choose One	
SL-3	By the end of the third quarter 85% of teachers will provide differentiated, daily small group instruction	Choose One	
SL-4		Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PP-1	By the end of the third quarter 85% of teachers with creating TEKS aligned lessons and assessments	Choose One	
PP-2	By the end of the third quarter IB unit plan implementation and connections at 75%	Choose One	
PP-3	By the end of the third quarter, 75% of K-5 classrooms will consistently implement Reading and Math intervention	Choose One	
PP-4	By the end of the third quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PE-1	By the end of the third quarter parent attedance at monthly Principal Meetings will reach 20%	Choose One	
PE-2	By the end of the third quarter 15% of parents have been engaged as parent volunteers to assist and support the campus	Choose One	
PE-3	By the end of the third quarter, counselors will evaluate process of schoolwide conflict resolution program by: (1) evaluating conflict resolution by classroom	Choose One	
PE-4	By the end of the third quarter extracurricular activities/clubs will increase by 20%,	Choose One	

2.2 – Fourth Quarterly Review Meeting
The CAC will use artifacts and data to check KPI progression for all strategies.

Fourth Quarterly Review

DEMOGRAPHICS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
DE-1	By the end of the fourth quarter attendance rate will be 93.3% or above,,	Choose One	
DE-2	By the end of the fourth quarter, 20% of students receiving SPED, Section 504 and Dyslexia services will meet grade level expectations	Choose One	
DE-3	By the end of the fourth quarter, monthly SEL check-ins are continued and 100% of walkthroughs with actionable feedback will be completed	Choose One	
DE-4	By the end of the fourth quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
SL-1	By the end of the fourth quarter, assessment data will reflect 31% of students meeting grade level in Reading, 27% in Math, and 13% in Science	Choose One	
SL-2	By the end of the fourth quarter, assessment data will reflect 31% of students meeting grade level in Reading, 27% in Math, and 13% in Science	Choose One	
SL-3	By the end of the fourth quarter 100% of teachers will provide differentiated, daily small group instruction	Choose One	
SL-4		Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PP-1	By the end of the fourth quarter 100% of teachers with creating TEKS aligned lessons and assessments	Choose One	
PP-2	By the end of the fourth quarterIB unit plan implementation and connections at 100%	Choose One	
PP-3	By the end of the fourth quarter, 100% of K-5 classrooms will consistently implement Reading and Math intervention	Choose One	
PP-4	By the end of the fourth quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PE-1	By the end of the fourth quarter parent attednance at monthly Principal Meetings will reach 30%	Choose One	
PE-2	By the end of the fourth quarter 20% of parents have been engaged as parent volunteers to assist and support the campus	Choose One	
PE-3	By the end of the fourth quarter, counselors will evaluate process of schoolwide conflict resolution program by: (1) evaluating conflict resolution by classroom	Choose One	
PE-4	By the end of the fourth quarter extracurricular activities/clubs will increase by 25%	Choose One	

3.1 - Annual Summative Assessment
The CAC will use artifacts and data to evaluate all Performance Objectives.

Annual Summative Review

DEMOGRAPHICS

GPS	Performance Objective	Rating	Findings / Next Steps
DE-1	By the end of the year, cumulative ADA will be 93.3%.	Choose One	
DE-2	By the end of the year, students receiving SPED, Section 504 and Dyslexia services will meet grade level expectations on district and state assessments at 20% in	Choose One	
DE-3	By the end of the 2024-2025 school year, we will retain 90% of our professional staff to build upon best practices for our students.	Choose One	
DE-4		Choose One	

STUDENT LEARNING

GPS	Performance Objective	Rating	Findings / Next Steps
SL-1	By the end of the year Increase reading scores from 23% to 31% at meets grade level status, increase math scores from 16% to 27% at meets grade level status and	Choose One	
SL-2	By the end of the year Increase reading scores from 23% to 31% at meets grade level status, increase math scores from 16% to 27% at meets grade level status and	Choose One	
SL-3	By the end of the 2024-2025 school year, 70% of students in Kindergarten, 1st, 2nd grade will increase their Reading & Math MAP testing scores	Choose One	
SL-4		Choose One	

PROCESSES & PROGRAMS

GPS	Performance Objective	Rating	Findings / Next Steps
PP-1	By the end of the year 100% of Reading and Math lessons and assessments will be aligned to the TEKS as observed in learning walk/walk-through observations.	Choose One	
PP-2	By the end of the year, IB unit plan implementation and connections will increase from 25% to 100%.	Choose One	
PP-3	By the end of the year 100% of Reading and Math intervention will be implemented in K-5 classrooms.	Choose One	
PP-4	By the end of the year,	Choose One	

PERCEPTIONS

GPS	Performance Objective	Rating	Findings / Next Steps
PE-1	By the end of the year, our parent involvement will increase in attendance of monthly Principal's Meetings from 5% to 30%.	Choose One	
PE-2	By the end of the year, we will have a parent volunteer program that will have 20% of parents engaged in school activities and support.	Choose One	
PE-3	By the end of the year, we will have developed and implemented a schoolwide conflict resolution program, with an 80% or higher success rate, to provide a healthy	Choose One	
PE-4	By the end of the year, our number of extracurricular activities/clubs will increase by 25% to increase student enrichment.	Choose One	

Committee Members
Listed below are the members who were part of developing the Campus Improvement Plan

Name	Role	Name	Role

Committee Members

Assurances and Approval Information

Principal Supervisor Assurance

As Principal Supervisor for this campus, I will provide or facilitate the necessary district-level support mechanisms to support the principal in successfully implementing this Campus Improvement Plan. I also understand I am responsible for ensuring the principal carries out the plan elements as required by ESSA Title I and State Compensatory Education (SCE) guidelines.

Campus Principal Assurance

As principal for this campus, I will coordinate with my Principal Supervisor to use district-provided services and support mechanisms to successfully implement the Campus Improvement Plan. I understand I am responsible for fulfilling all ESSA Title I and State Compensatory Education (SCE) requirements. I agree to carry out the plan elements as indicated herein.

Campus Name	Campus Number
	15907- ###

Superintendent	Assistant Superintendent
Dr. Jaime Aquino	

Principal	SAISD Board Approval Date

Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders

Data Tables

District Purchases

Whenever a district-level department makes purchases for your campus using ESSER or State Comp Ed funds, those purchases must be "pushed in" into your Improvement Plan. The campus is not responsible for monitoring or evaluating this page's strategies and performance objectives.

District Purchases

Title I Campus Program Requirements

Title I Campus Program Requirements				
Federally Required Strategies - Do we have strategies that address:	**Equitable Availability of the Campus Improvement Plan to Parents**			
☐ At-Risk Support	Physical Locations of the Plan			
☐ CCMR - Secondary	Languages Available			
☐ Dropout Prevention (Secondary)	URL to Online Version			
☐ Federally Funded Staff	**Equitable Availability of Parent-Family Engagement Policy to Parents**			
☐ MTSS – Behavioral Interventions	Physical Locations of the Policy			
☐ Parent & Family Engagement	Languages Available			
☐ Physical Activity	URL to Online Version	https://schools.saisd.net/upload/template/0300/docs/24-25FamilyEngagementPolicy.pdf		
☐ Professional Development	**Equitable Availability of the School-Parent Compact to Parents**			
☐ Quality of Learning Environment	Physical Locations of the Compact			
☐ Recruiting/Retaining Teachers	Languages Available			
☐ Social and Emotional Support	URL to Online Version	https://schools.saisd.net/upload/template/0300/docs/WoodlawnHills24-25School-ParentCompact.pdf		
☐ Student Attendance	**How and When was the PFE Policy & School-Parent Compact Distributed**			
☐ Students Not On Grade Level	Method	Date	Method	Date
☐ Support for Special Populations				
☐ Transition PK to K				
☐ Violence Prevention/Intervention				

Documentation and Submissions

Title I Compliance Documentation and Submissions			
Comprehensive Needs Assessment, Campus Improvement Plan, and Quarterly Checks (ESSA Title I SWE 1.1, 2.1, 2.2, 2.3, and 3.1)			
Action	**Documentation**	**CIP Location / Upload Location**	**Done**
Comprehensive Needs Assessment	Description of the CNA process, data sources used, and outcomes from the Summative Evaluation	**CIP - CNA Process**	
	Dated agenda with title (CNA Review) and record of discussion/decisions (Minutes) for each meeting	**Google Shared Folder**	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Campus Improvement Plan	Dated agenda with title (CIP Edit/Revise) and record of discussion/decisions (Minutes) for each meeting		
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
	The CIP is in an accessible location on your campus, list of available languages, _and_ posted on your website	**CIP - Quality Checklist**	
	Signature page of all campus staff agreeing to the implementation of the Campus Improvement Plan	**Google Shared Folder**	
Quarterly Reviews	Dated agenda with title (CIP Quarterly Review # ___) and record of discussion/decisions (Minutes) for each meeting	**Google Shared Folder**	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Summative Review	Artifacts and data used to determine the level of implementation for each performance objective and strategy, level of impact per performance objective and its implications, and per strategy, what is moving forward, what is being enhanced, and what will be discontinued.	**CIP - Summative Review**	
	Dated agenda with title (CIP Summative Review) and record of discussion/decisions (Minutes) for each meeting	**Google Shared Folder**	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)			
PFE Policy	A copy of the PFE Policy in English and Spanish, the title on PFE Policy states "[Campus Name] Parent and Family Engagement Policy" with current school year, the revision date (MM/DD/YYYY), and has the principal's initials or signature	**Google Shared Folder**	
PFE Policy Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	**Google Shared Folder**	
	Dated agenda and minutes from the meeting documenting discussion and decisions		
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		
Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)			
Documentation	**Description**	**CIP Location / Upload Location**	**Done**
PFE Distribution	Answered how and when was your PFE Policy distributed	**CIP - Quality Checklist**	
PFE Availability	PFE Policy is in an accessible location on your campus, list of available languages, _and_ posted on your website		
PFE Meetings	Upload at _least 4 invitations/notices_ representing family engagement meetings and trainings on different days and times	**Google Shared Folder**	
School-Parent-Compact (ESSA Sec. 1116(d)			
School-Parent Compact	A copy of the Compact in English and Spanish, the title on PFE Policy states "[Campus Name] Parent and Family Engagement Policy" with current school year, the revision date (MM/DD/YYYY), has the principal's initials or signature, and a scanned, signed copy of the School-Parent Compact Certification	**Google Shared Folder**	
	PFE Policy is in an accessible location on your campus, list of available languages, _and_ posted on your website	**CIP - Quality Checklist**	
School-Parent Compact Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	**Google Shared Folder**	
	Dated agenda and minutes from the meeting documenting discussion and decisions		
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		
Annual Title I Meeting (ESSA Sec. 1116(D)(c)(1) / Value and Utility of Parents (ESSA Sec. 1116(e)(3))			
Title I Meetings	Dated invitations/notices of a minimum of 2 meetings		
	Presentation/Slide Deck and agendas for both meetings		
	CIP was presented to parents & families during Title I meeting presentation as noted on agenda		

		Campus Parents Right to Know information was included in Title I meeting presentation/slide deck	Google Shared Folder	
		Dated sign-in sheets that include printed names,roles, and signatures for <u>both</u> meetings		
	Staff Training: Value & Utility of Parents	Presentation/Slide Deck and agenda		
		All required stakeholder groups are represented and reflected on a dated sign-in sheet that includes printed names, roles, and signatures		